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ABSTRACT

Utilizing Southwestern Indian myths, legends, history, information on religious beliefs, architecture, fine arts, and social practices, the Adult Basic Education (ABE) Reading Skills workbook presents well-researched information about the rich heritage of the Indian culture of the Southwest, whilst offering a sequential, systematic approach to adult learning. The lessons in the workbook, which is divided into three units, are arranged so that each lesson instructs a skill. An information presentation section is provided, explaining the particular skill or concept to the student, and giving examples. This is followed by exercises requiring the application of the skill. The three units are: word analysis (including vowels, consonants and dipthongs, prefixes and suffixes, and alphabetizing); vocabulary (sight word vocabulary and compound words); and, comprehension (following directions, sequencing in narration, finding the main idea, and drawing conclusions). Tests are provided to measure mastery of the skills, and as a means of assessing progress. A glossary is appended. (JMM)

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PATHWAYS

AN ADULT BASIC SKILLS READING WORKBOOK

LEVEL I

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PREFACE TO THE STUDENT

This workbook has been written to help you learn to read and write better. You can enjoy these skills whether you are at home, at school, or at work.

In the workbook, you will be reading and writing about Southwest Indian tribes and their exciting and colorful ways of life. This may be a little different from the usual classroom books because it is mainly about Indian cultures and things that you may find interesting.

The workbook is set up in parts called units. Each unit has lessons and exercises. There are rules on how to do the lessons and they are given at the beginning of each lesson. You need to read the rules and follow the examples. Your instructor will help you along with the lessons and will check your answers to the workbook questions. At the end of each unit, there is a test called the post-test. This test is a review of what was given in the lessons as the skill to be learned. It helps you and your instructor know how well you are doing from unit to unit.

At the back of the book, there is a list of words and what they mean. This list is called the glossary. It is there to help you build your word usage.

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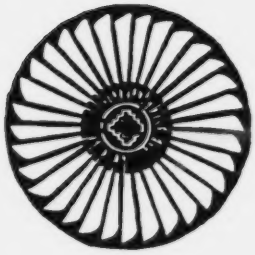
UNIT I



I. WORD ANALYSIS

A. *Consonant blends and digraphs*

Consonants are all the letters of the alphabet except **a, e, i, o, u,** and sometimes **y.** These are called vowels.

Often, you will find words where two consonant letters blend to make one sound. Look at the word **tree.** When you say the word **tree,** the /t/ and /r/ together make one sound. Now, say the word **trap.** Again, you can hear the /t/ and /r/ sounds together as one sound. We call this a **consonant blend.**

Let's look at some other consonant blends. **Brick, crop, flat, stop, spot,** and **spin** all start with a consonant blend. The first two letters blend to make one sound.

Say these lists of words out loud so you can hear the beginning consonant blends.

br	cr	dr	fr	gr	pr	tr
bring	cry	dress	free	green	print	tree
brown	cross	draw	frog	grass	proud	trip
bread	creek	dry	frost	gray	press	truck
brave	crib	drum	fresh	grab	price	trap
branch	crow	drag	from	grand	pretty	trail

I.A. Consonant blends and digraphs

Fill in the missing spaces with a blend to make a whole word. Use these blends: **br, cr, dr, fr, gr, pr,** or **tr.** Some words may have more than one right answer.

1. __ __ ont	2. __ __ umb	3. __ __ ove	4. __ __ ush
5. __ __ ake	6. __ __ op	7. __ __ ew	8. __ __ ain
9. __ __ ape	10. __ __ ade	11. __ __ eat	12. __ __ amp
13. __ __ ince	14. __ __ ize	15. __ __ ick	16. __ __ esent

Now, say these lists of words out loud. Listen for the beginning blend.

cl	fl	pl	sl
close	flower	play	sleep
climb	flake	plant	sly
club	floor	plow	slow
clay	fly	place	slim
clean	flat	plane	slide

sp	st	sk	gl
spirit	start	skim	glass
spend	stay	sky	glove
sport	store	skip	glad
space	stick	skirt	globe
speed	star	skunk	glow

I.A. Consonant blends and digraphs

Add a letter in front of each word below to make a whole word. Circle the consonant blend. Use these letters: **c, f, p, g,** or **s.**

1. ___ lear	2. ___ leep	3. ___ love	4. ___ lenty
5. ___ lew	6. ___ lown	7. ___ peech	8. ___ loat
9. ___ lease	10. ___ pear	11. ___ tory	12. ___ lace
13. ___ lain	14. ___ low	15. ___ lower	16. ___ lide

Sometimes, two consonants together do not blend to make one sound. They make a whole new sound. **Ch,** as in child; **sh** as in sheep; **wh** as in why; and **th** as in that show how two consonants together can make one new sound.

Wh has two sounds. Most of the time it sounds as in the words **when** or **white.** But when an **o** follows **wh,** the **w** is silent as in the words who or whole.

Say these lists of words out loud. Listen for the beginning sound.

ch	sh	wh	th
chant	shell	what	think
chew	short	wheel	thunder
chip	sharp	wheat	thorn
cheap	shirt	where	then
chair	shape	which	they

I.A. Consonant blends and digraphs

Use these words to fill the spaces below.

white	shade	chief	that
short	shell	which	who
chant	things	shake	what

1. The child saw a pretty _____ in the sand.
2. An old man sat in the _____ of the tree.
3. _____ horse is very fat.
4. I will put the _____ beads on the blue dress.
5. The tall girl had _____ hair.
6. _____ shirt belongs to you?
7. _____ will buy this ring?
8. The young man hoped to be _____ one day.
9. A _____ is a prayer sung by a holy man.
10. _____ the jar before you open it.
11. Put those _____ back in the box.
12. _____ is the name of the dance?

I.A. Consonant blends and digraphs

Read this story. Circle all the consonant blends and **ch, sh, wh,** and **th** words that you can find. The first one is done for you. (Hint: you should find 40 in all.)

In Rabbit's House

Rabbit had a house. Into his house crawled a snake. He stayed there, waiting for the owner to return so he could eat him.

When the rabbit came home, he saw the track of the snake in front of his house. He said, "Good morning, my house."

There was no answer. A second time he greeted the house and there was no reply.

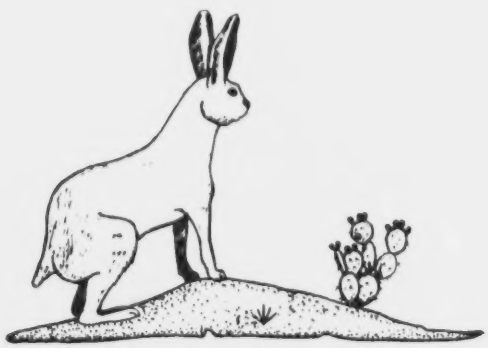
When there was no answer the third time, the rabbit said, "Oh, my house, why do you not speak to me? Is something the matter?"

And again he said, "Good morning, house."

"Good morning, my owner," spoke the snake from within.

Then the rabbit said, "What! Whoever heard of a house speaking? It is clear that a sly enemy is inside." So he sped away and made himself a new house.

Yaqui Myths and Legends
Ruth W. Giddings



I. WORD ANALYSIS

B. *Vowel digraphs and diphthongs*

You may recall that vowels are the letters **a, e, i, o,** and **u.** A vowel can have a short sound — as in the word **hat.** A vowel sound can have a long sound — as in the word **hate.** When two vowels are together in a word, the first vowel is often long. The second vowel may be silent. Let's look at some vowels you will often see together.

The vowels **ai** and **ay** can have the long **a** (a) sound you hear in the word **made.**

Say these words out loud so you can hear the **a** sound.

maid	aim	way	day
paid	rain	gray	clay

Write the correct word in each blank.

1. The _____ cleaned the hotel rooms.
   (main – maid)

2. The woman knew where to find the _____ for her pottery.
   (clay – stay)

3. He felt a _____ in his leg when he fell.
   (pain – pay)

4. We saw the tree _____ in the wind.
   (way – sway)

5. This is a good _____ to go to town.
   (play – day)

I.B. Vowel digraphs and diphthongs

6. Please _____ for the candy.
   (pay – say)

7. After the hard _____, the flood came.
   (grain – rain)

8. The rabbit ran _____ from the dog.
   (say – away)

The vowels **ee, ea,** and **ie** can have the long **e** (ē) sound you hear in the word **bee.**

Say these words out loud so you can hear the **ē** sound.

teeth	leaf	chief
keep	please	field
sheep	means	piece

Circle all the words that have the **ē** sound.

1. Please, keep off the grass.
2. How do you feel today?
3. Don't fall asleep or the sheep may stray.
4. I can't believe the beans were so cheap.
5. The thief took a big piece of cake.
6. The chief crossed the creek to miss the bees.

I.B. Vowel digraphs and diphthongs

7. Clean your teeth after you eat.

8. The east field seems to be green.

The vowels **oe, ow,** and **oa** can have the long **o** (ō) sound you hear in the word **boat.**

Say these words out loud so you can hear the ō sound.

toe	know	coat
hoe	throw	road
foe	bowl	toast

Put these words in the right spaces in the sentences below.

row	goat	hoe	road
doe	grow	bowl	boat

1. We used a _____ when we went fishing.

2. The _____ ran through the forest.

3. I like to sit in the back _____ at the movies.

4. Tie the rope around the _____ .

5. The corn will _____ tall.

I.B. Vowel digraphs and diphthongs

6. We must _____ the garden to get rid of weeds.

7. He turned down the wrong _____ .

8. Wash the _____ when you finish eating.

You have seen how the vowels **ea** can have the long **e** (ē) sound, but they can also have the short **e** (ĕ) sound that you hear in **red.**

Say these words using the **ĕ** sound.

head	ready	meadow
bread	spread	health

You have also seen how the vowels **ie** can have the long **e** (ē) sound, but they can also have a long **i** (ī) sound as in the word **hide.**

Say these words using the **ī** sound.

pie	tried	fried
tie	dried	died

I.B. Vowel digraphs and diphthongs

Put a line under the **ea** words that have the **ĕ** sound, and circle the **ie** words that have the **ī** sound.

For example:

The smell of (fried) fish <u>spread</u> through the house.

1. Don't bump your head on the dried branch.
2. Tie your shoe before you walk through the meadow.
3. The pie is ready to eat.
4. My wife makes the best fried bread.

The letters **ew** do not make a short or long vowel sound. They make a sound like you hear in the word **new.**

Say these words out loud.

few	flew	drew
new	stew	fewer

Use these same words in the sentences below.

1. Your _____ tastes better than mine.
2. I have _____ children than she.
3. My son needs a _____ coat for winter.
4. The eagle _____ to the top of the cliff.

I.B. Vowel digraphs and diphthongs

Now choose the correct vowels for the blank spaces. Use **ai, ay, ee, ea, ie, oe, ow, oa,** or **ew.**

1. Chase the b_____ aw_____ from the st_____.
   (ee, ea) (ie, ay) (oa, ew)

2. Bl_____ your nose after you sn_____ ze, pl_____ se.
   (ow, ai) (ay, ee) (ea, ie)

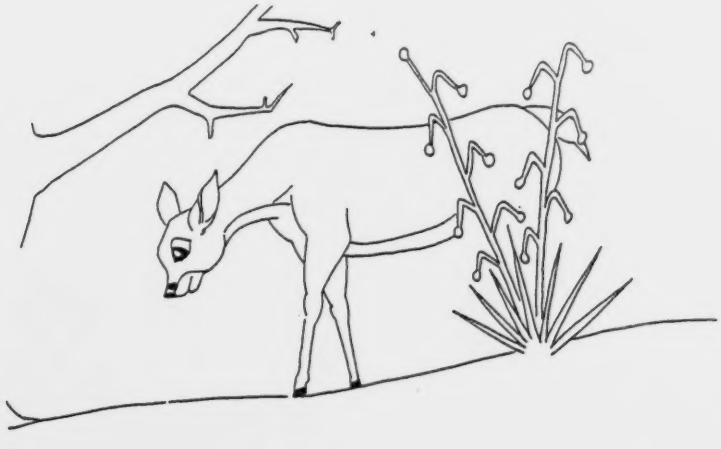
3. Do you _____ t your t_____ st pl_____ n?
   (ie, ea) (oa, ea) (ai, ay)

4. The gr_____ n grass gr_____ in the f_____ ld.
   (ie, ee) (ew, oi) (oe, ie)

5. I spent my p_____ check on a n_____ b_____ t.
   (ay, ai) (ow, ew) (oa, oe)

6. The old g_____ t tr_____ d to sn_____ k out.
   (oa, ow) (ai, ie) (ea, oe)

7. He dr_____ a picture of the d_____.
   (ow, ew) (oe, ee)



I. WORD ANALYSIS

C. *Final "e"*

You may recall that in small words with one vowel in the middle, the vowel often has its short sound. For example: **hat, pin,** and **cut** have short vowel sounds. But when you add the letter **e** to the end of these words, it changes the short middle vowel sound to its long sound. It becomes a new word. The **e** at the end is silent. (**é**).

hat	becomes	**hāté**
pin	becomes	**pīné**
cut	becomes	**cūté**

Here are some more:

hid	hide	hīdé
past	paste	pāsté
plan	plane	plāné
rip	ripe	rīpé
dim	dime	dīmé

Now you try a few. Make a new word by adding **e.** Then write the new word again. Use the long vowel (-) and silent vowel (/) markings. The first one is done for you.

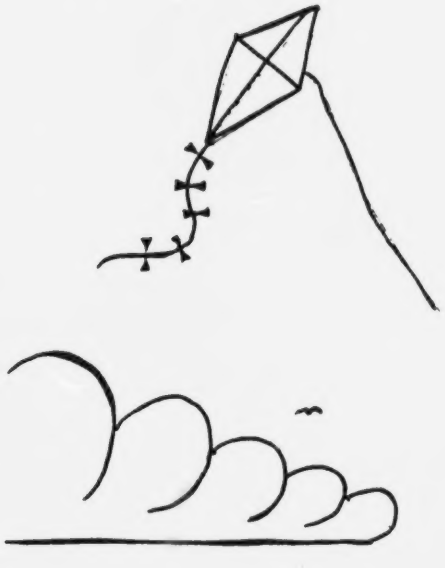
1. rat	rate	rāté
2. tap	_____	_____
3. win	_____	_____
4. bit	_____	_____

I.C. Final "e"

5. can _____ _____
6. twin _____ _____
7. kit _____ _____
8. mad _____ _____

Now read these words using the final **e** rule.

mile	flame	blame	grape
while	huge	blaze	stroke
trade	taste	brave	rite

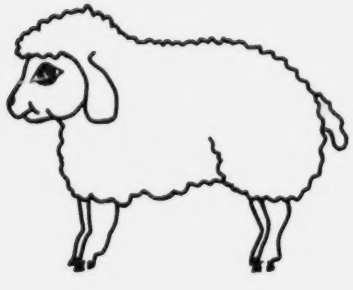


I.C. Final "e"

Use these words in the spaces below to make a whole sentence.

smoke	mule	tame	brave
slide	graze	taste	shake

1. We use a pack _____ to carry supplies into the canyon.
2. He will need to _____ that horse before he can ride him.
3. I wish you would not _____ in this room.
4. Let the sheep _____ in this field.
5. Don't _____ on the ice.
6. The _____ dog saved the man from the fire.
7. _____ the rug to get the dust out.
8. Does this corn _____ good to you?



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I.C. Final "e"

Circle the word that fits in the sentence.

1. Can I have a (dime, time) for the candy?
2. Are your boots the same (side, size) as mine?
3. We are going to the basketball (game, same).
4. Do you like (mice, rice) with your meal?
5. Don't (dive, five) into that water.
6. There are (line, nine) men on the team.
7. What is your son's (name, came)?
8. How high is that (pine, line) tree?

I. WORD ANALYSIS

D. Root words and word endings

In the English language, we have **root** words. The **root** is the meaning part of the word. Some root words are used to tell something about other words. One of these is the word **tall.** You can say

The tall boy

This tells you something about the boy.

If you have two boys, you can still use the word **tall** to tell something about them. One may be tall, and the other may be not so tall. You could say

Jim is taller than Sam is.

You have added **-er** to the end of the root word tall to tell something about the two boys. This is called comparing the boys.

If you have three boys — Jim, Sam, and Lance — you can say

Lance is the tallest of the three boys.

You have added **-est** to the root word tall to tell about the three boys. When you compare three or more things, words like tallest usually have the word **the** in front of them.

Here is another example:

Today is a cold day.

Yesterday was colder than today.
(Comparing two days)

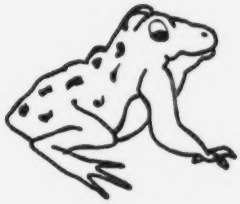
Christmas Day was the coldest day of the year.
(Comparing all the days in one year)

I.D. Root words and word endings

Remember that you add the word ending **-er** to a root when you are comparing two things. You use the word ending **-est** when you are comparing three or more things.

Here are more root words with **-er** and **-est** endings.

ROOT WORD	COMPARING TWO THINGS	COMPARING THREE OR MORE THINGS
tall	taller	tallest
rich	richer	richest
sharp	sharper	sharpest
clean	cleaner	cleanest
fair	fairer	fairest
sweet	sweeter	sweetest
plain	plainer	plainest
lean	leaner	leanest
cold	colder	coldest
light	lighter	lightest



I.D. Root words and word endings

Now, you write the new words in the columns below by adding **-er** and **-est** to the root words.

ROOT WORD	ROOT + er	ROOT + est
1. young	_____	_____
2. warm	_____	_____
3. great	_____	_____
4. long	_____	_____
5. small	_____	_____
6. short	_____	_____
7. high	_____	_____
8. deep	_____	_____

In the sentences below, circle the right word. Be sure to decide how many things are being compared. Remember that adding **-er** and **-est** does not change the meaning of the root word. It is only used to compare things.

1. My horse is (swifter, swiftest) than your horse.

2. That woman is the (older, oldest) of all the women in the village.

I.D. Root words and word endings

3. My brother's steak is (thicker, thickest) than my steak.

4. The two children were sick. The little boy was (sicker, sickest) than his sister.

Now try to make the new words yourself. Remember, if there are two things, add **-er** to the word given. If there are three (or more) things, add **-est** to the word.

(cold) 1. Our new house is _____ than our old house.

(fast) 2. My friend has three horses. The gray one is the _____ of the three.

(dark) 3. Jane's hair is _____ than Beth's hair.

(slow) 4. When the three brothers race, Jack is the _____ one.

(soon) 5. I arrived at the farm _____ than my father arrived.

(quick) 6. The cat is _____ than the old dog.

(hard) 7. Helen works the _____ of all the students.

(small) 8. Don ate the _____ piece of pie.

I.D. Root words and word endings

When a root word ends in silent **e** (**é**), you must drop the **e** before adding the endings that start with a vowel, like **-er** and **-est.** So, you have

wise + er = wiser
wise + est = wisest

Now, you make the new words by adding the endings to the root.

ROOT WORD	ROOT + er	ROOT + est
1. nice	_____	_____
2. late	_____	_____
3. wide	_____	_____
4. fine	_____	_____
5. ripe	_____	_____
6. safe	_____	_____
7. white	_____	_____
8. pure	_____	_____

I.D. Root words and word endings

When a word ends in a single consonant that comes after a short vowel, like **hot,** you double the consonant before you add **-er** or **-est.** So you have

hot + er = hotter
hot + est = hottest

Now you make the new words by adding **-er** or **-est** to the root. For these words, be sure to double the final consonant.

ROOT WORD	ROOT + er	ROOT + est
1. red	_____	_____
2. mad	_____	_____
3. big	_____	_____
4. sad	_____	_____
5. slim	_____	_____
6. flat	_____	_____
7. fat	_____	_____
8. thin	_____	_____

I.D. Root words and word endings

Sometimes a word ends in a **y** that comes after a consonant, like **dry,** then, you must change the **y** to **i** before you add **-er** or **-est,** like this:

dry + er = drier
dry + est = driest

Now you make the new words by adding **-er** and **-est** to the root words.

ROOT WORD	ROOT + er	ROOT + est
1. dirty	_____	_____
2. happy	_____	_____
3. pretty	_____	_____
4. busy	_____	_____
5. fancy	_____	_____
6. easy	_____	_____
7. sorry	_____	_____
8. dusty	_____	_____

I. WORD ANALYSIS

E. *Prefixes and suffixes*

A **prefix** is a word part. It is added to the front of a root word to make another word. For example, if you add **-un** to the root word **kind,** you form a new word, **unkind.** Unkind means not kind. A prefix also changes the meaning of the root word. Prefixes have meanings of their own. Some common prefixes and their meanings are:

un-
dis- both mean not

re- means do again

en-
in- both mean cause to be or **make**

The two prefixes **un-** and **dis-** can be added to root words you already know to make new words.

ROOT	ROOT + PREFIX	MEANING
able	disable	not able
like	dislike	not like
easy	uneasy	not easy
fair	unfair	not fair
appear	disappear	not appear
approve	disapproved	not approve
wise	unwise	not wise
certain	uncertain	not certain
lucky	unlucky	not lucky

I.E. Prefixes and suffixes

Put a line under the word in each sentence that has a prefix meaning **not.**

1. The two boys always disagreed.

2. The old man was unable to see.

3. The story you told was untrue.

4. Being dishonest is a bad habit.

In each sentence below, there is a word which is missing the prefix **un-** or **dis.** Choose the correct prefix and write it in front of the word.

5. Dave decided to _____ saddle his horse after the ride.

6. The children would never _____ obey their grandmother.

7. He lost all his money, and he felt _____ lucky.

8. Sam _____ likes mustard on his hotdog.

I.E. Prefixes and suffixes

The prefix **re-** often means do again. Repaint means to paint again.

ROOT	ROOT + PREFIX	MEANING
use	reuse	use again
tie	retie	tie again
fresh	refresh	make fresh again
wash	rewash	wash again

Put a line under the word that has a prefix meaning **do again.**

1. Uncle John had to reload his gun.
2. Sue asked grandmother to retell the story.
3. The clothes were still dirty, and we had to rewash them.
4. Before we mailed the box, we had to reopen it.

The prefixes **en-** and **in-** can mean **in** or **to make.**

ROOT	ROOT + PREFIX	MEANING
able	enable	to make able
side	inside	within the sides of
large	enlarge	to make larger
land	inland	inside the land

I.E. Prefixes and suffixes

Put a line under the word that has a prefix meaning **in** or **make.**

5. Dark shadows encircled the camp.

6. Dan has a small income.

7. We always enjoy a good movie.

8. The chief inhaled the smoke from the pipe.

The words below contain all of the prefixes used in this lesson. Put a circle around each prefix. The first one is done for you.

1. displease
2. uncertain
3. disorder
4. distrust
5. unfair
6. reread
7. enlist
8. inside
9. enable
10. refill
11. enclose
12. insight
13. rewrap
14. inform
15. endanger
16. enrich

I.E. Prefixes and suffixes

A **suffix** is a word part that is added to a root word. Adding a suffix makes a new word. A suffix can have a meaning of its own. Knowing these meanings can help you understand new words.

Some common suffixes and their meanings are:

-ly (lĕ) — means **like**

friend + ly = friendly (this means like a friend)

coward + ly = cowardly (like a coward)

-less (lĕs) — means **without**

home + less = homeless (without a home)

help + less = helpless (without help)

hope + less = hopeless (without hope)

-y (ē) — means **showing**

hill + y = hilly (showing hills)

wave + y = wavy (showing waves)

-ness (nĕs) — means **state**

soft + ness = softness (state of being soft)

short + ness = shortness (state of being short)

dark + ness = darkness (state of being dark)

I.E. Prefixes and suffixes

-er (ur) — means doer or **maker**

hunt + er = hunter (one who hunts)

teach + er = teacher (one who teaches)

farm + er = farmer (one who farms)

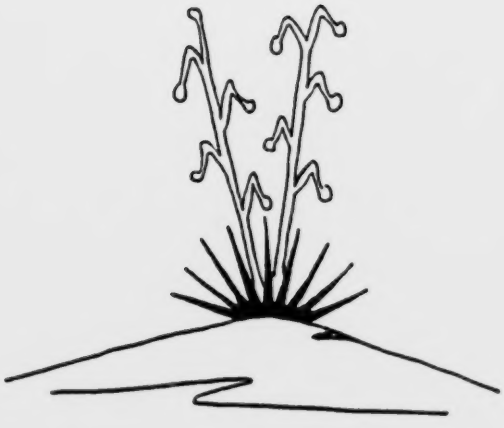
-ful (fol) — means **full of**

thank + ful = thankful (full of thanks)

use + ful = useful (full of use)

-ish (ĭsh) — means **like**

child + ish = childish (like a child)
devil + ish = devilish (like a devil)



I.E. Prefixes and suffixes

Read the story about the yucca [yŭk' ŭ] plant below. Then, go back and put a line under the words that have suffixes. (There are 10 words.) The first one is done for you.

The yucca plant is very useful. Its roots grow thickly and can be dug up for food. The roots can be boiled or roasted and turn a reddish color. They will have a sweetness like a sweet potato. Boiled yucca roots can be used as a soap to wash hair. It is colorless and makes hair shiny and bright. Yucca can be helpful medicine and will quickly cure a headache. Weavers can use yucca to make a strong rope. Indians used yucca rope to make bridges across wide rivers. Potters used the yucca leaves to make baskets and water pots.

Indian Cultures of the Southwest
Louis Thomas Jones

Put a circle around the right suffix and write it in the space after the root word.

1. Jack is a good kick _____. (er, ly)

2. A pow-wow is a joy _____ time. (ful, less)

3. Sara has a pink _____ sweater. (ness, ish)

I.E. Prefixes and suffixes

4. The old man was tooth _____. (ly, less)

5. He was clear _____ the man to beat. (ly, er)

6. The baby's glad _____ showed on his face. (ness, y)

7. Everyone was thirst _____ after the race. (ly, y)

8. The friend _____ boy smiled. (y, ly)

Some of the words here have **prefixes** and some have **suffixes.** Write the root word where it says ROOT. Write the prefix or the suffix where it says to. The first two have been done for you.

	ROOT	PREFIX	SUFFIX
1. disable	able	dis	
2. harmful	harm		ful
3. indirect			
4. rejoin			
5. uneasy			
6. teacher			

I.E. Prefixes and suffixes

	ROOT	PREFIX	SUFFIX
7. enjoy			
8. helpful			
9. swiftly			
10. smoothness			
11. cloudy			
12. unfair			
13. insight			
14. disorder			
15. unchain			
16. pinkish			
17. printer			
18. lifeless			
19. secretly			
20. salty			

I. WORD ANALYSIS

F. *Contractions with* **not**

A **contraction** is a short way of writing two words. The two words are written as one word. But, one or more letters have been left out. An apostrophe (') stands for the missing letters.

One of the most often used contractions is the word not with another word, like

have + not = haven't

Here, the words have and not are written as one word. The **o** from not has been left out. An apostrophe (') is put where the **o** was.

Other contractions with not are:

had	+	not	=	hadn't
can	+	not	=	can't
could	+	not	=	couldn't
do	+	not	=	don't
does	+	not	=	doesn't
would	+	not	=	wouldn't
should	+	not	=	shouldn't
is	+	not	=	isn't
are	+	not	=	aren't
was	+	not	=	wasn't
were	+	not	=	weren't

A special contraction is will + not. Here, the spelling changes. The contracted word is won't.

I.F. Contractions with **not**

Now, read the passage that follows and put a line under the contraction in each sentence. Then, write the contractions on the line below.

(1) Before the white men came to the Southwest, the Pimas hadn't planted crops on all of their land. (2) They couldn't have lived without eating some of the wild plants. (3) At harvest time, the ears of corn weren't picked by the Pimas. (4) They pulled up the whole plant so the field wouldn't have plants on it the next year. (5) The corn wasn't stored until after it was roasted. (6) Corn wasn't hidden from enemies by the Pimas. (7) The baskets for storing corn didn't have bottoms. (8) They couldn't be picked up and carried away.

Pima and Papago Indian Agriculture
Edward F. Castetter and
Willis H. Bell

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

I.F. Contractions with **not**

Use the contractions from the list to fill in the blanks in the sentences. Some of the contractions could be used in more than one sentence.

weren't	hadn't
won't	can't
doesn't	couldn't
aren't	shouldn't

1. We _____ go home until we finish our work.

2. Lance _____ like to drink coffee.

3. _____ you ask your grandmother to go to the pow-wow?

4. We _____ going home for the dance.

5. He _____ seen his father for two years.

6. The brothers _____ be here before dark.

7. I _____ answer your questions.

8. My sisters _____ ready for dinner.

I.F. Contractions with **not**

Use the two words in front of each sentence to make a contraction. Write the new word in the space.

(can not) 1. Fran _____ go to school because she is sick.

(would not) 2. Tom _____ leave until his mother came home.

(could not) 3. We _____ see the top of the mountain.

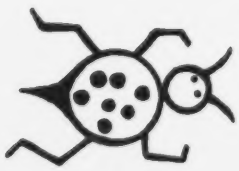
(Are not) 4. _____ you coming into town with us?

(does not) 5. She _____ know how to make fry bread.

(should not) 6. I _____ eat all this bread!

(is not) 7. Dave _____ my favorite brother.

(were not) 8. The boys _____ far from home when we saw them.



I. WORD ANALYSIS

G. Alphabetizing to two letters

These are the letters in the English alphabet: a b c d e f g h i j k l m n o p q r s t u v w x y z.

The letters of the alphabet always come in this order. We call this **alphabetical order.** Let's say you want to write the words **tree, sand,** and **mesa** in alphabetical order. Look at the first letter of each word. Then write the word whose letter comes first in the alphabet. **M** comes before **t** and **s** in the alphabet. The word **mesa** is the first word you write. since **s** comes before **t** in the alphabet, the word **sand** is the next word you write. Write **tree** last. These words written in alphabetical order should look like this:

mesa
sand
tree

Put these words in order by the alphabet. The first one is done for you.

cactus	deer
feathers	mountain
arrow	hogan

1. arrow
2. _____
3. _____
4. _____

I.G. Alphabetizing to two letters

5. _____

6. _____

Now put these words in order of the alphabet.

winter	pipe
smoke	tail
nail	rain

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Sometimes, all of the words in a group start with the same letter. Then, you must look at the second letter in each word. Put the words in order by that letter. For example: to put the words **bush, branch,** and **basket** in order, you must list them by the second letter in each word. Since **a** comes before **u** and **r,** the word **basket** is listed first. The word **branch** comes next. The word **bush** is last. These words, put in alphabetical order, look like this.

basket branch bush

I.G. Alphabetizing to two letters

Look at the list of words below. The second letter of each word has a line under it. Put the words in order by the second letter.

ashes	attack
alone	animal
arrow	autumn
acorn	aim

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

Now, put these words in order using the second letter of each word.

ashes	animal
arrow	autumn

1. _____
2. _____
3. _____
4. _____

I.G. Alphabetizing to two letters

Knowing how to put words in alphabetical order can be very helpful. You may need to find the name of a person or a store in a telephone book. These are listed in order of the alphabet. A person is listed by his last name. A store is listed by the first word of the store's name.

For example, if you wanted to call the Phoenix Indian Center, you would look under **P** in the phone book. There are many **P** words in the phone book. You must then look at the second letter, **h,** to find the Phoenix Indian Center listed after Park Hotel, but before Pima Paint Company.

If you want the phone number of Robert Begay, would you find it listed before or after John Barnes?

Did you answer "after"? Good!! The names Begay and Barnes both begin with B, so you must look at the second letters, a and e. Since **e** comes after **a** in the alphabet, the name Begay is listed after Barnes.

Here is a list of store names. Put a 1 on the line in front of the name that would be listed first in the phone book. Now put the rest of the names in order by the alphabet. Use numbers 2, 3, and 4 to show the order.

1. _____ Corn House Cafe

2. _____ Circle K

3. _____ Cactus Candy Company

4. _____ Children's World

I.G. Alphabetizing to two letters

Here is a list of people's names. Remember that the last name is written first in the phone book. Put these names in order by writing 1, 2, 3, and 4 on the lines in front of the names.

5. _____ Lightfoot, Nancy

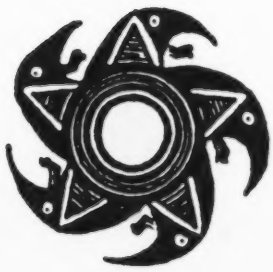
6. _____ Levy, Peter

7. _____ Lopez, Rosa

8. _____ Lance, James

PHOENIX INDIAN CENTER

UNIT II



II. VOCABULARY

A. *Sight word vocabulary*

There are many words that you should know that may not follow any rules you have learned. These are words that your teacher will help you with until you know them.

Read the following list of words and put an X by any word you don't know. Write each word you don't know on a card or slip of paper which your teacher will give you. Write only one word on each card. Ask your teacher to tell you what the word is. Remember, you should read these words over and over until you know them.

ADMIT	COUGH	HIGHWAY	MESA	RITE	THOUSAND
ADULTS	COUNTRY	HOLIDAY	MINUTE	SALARY	THROUGH
ALLOWED	CURVE	HOSPITAL	NURSE	SAGE	TOWELS
ALREADY	DANGER	INCREASE	OFFICE	SIGNAL	TRAFFIC
ARRIVED	DETOUR	INTERNAL	PARAGRAPH	SINGLE	VALUE
AVENUE	ENTRANCE	LAUGH	PEOPLE	SPECIAL	VIOLATE
BRIDGE	EXIT	LEGAL	POISON	SUGAR	WARNING
CAFE	EXTERNAL	LIBRARY	POLICE	SYSTEM	WEIGH
CAUSE	FURNACE	MANAGER	PRIVATE	TELEPHONE	WINDING
CLOTHES	GASOLINE	MENU	PROMISE	THOUGH	WOMEN
CREDIT	GOVERNOR	MERGE	RADAR	THOUGHT	YIELD

II.A. Sight word vocabulary

Use these words in the sentence below.

furnace	manager	office	sage
governor	increase	allowed	merge
poison	violate	warning	adults

1. I talked to the store _____ about the job.
2. The sign said that pets were not _____.
3. When it turns cold, we turn on the _____.
4. After it rains in the desert, the smell of _____ is very strong.
5. The _____ of the state came to speak with the tribe.
6. The policeman gave me a _____ for speeding.
7. The new lambs will _____ the size of the flock.
8. The traffic sign said to _____ right.
9. Don't _____ the law by shoplifting.
10. I went to the doctor's _____ for a checkup.
11. _____ can make you very sick.
12. The children fell asleep, but the _____ danced through the night.

II.A. Sight word vocabulary

Write your own sentence using the word on the left.

1. library _____.

2. clothes _____.

3. sugar _____.

4. danger _____.

On the lines below, write the word that fits the meaning.

thousand	gasoline	towel	legal
signal	curve	entrance	external

1. A way into a room _____

2. A traffic light _____

3. Used to wipe your hands on _____

4. A bend in the road _____

5. Outside area _____

6. A large number _____

7. Having to do with the law _____

8. Used in a car to make it run _____

II.A. Sight word vocabulary

Circle the word that fits the sentence.

1. Joe's truck got stuck when he tried to drive (though, through) the sandy wash.

2. I did not find any soup listed on the (minute, menu).

3. A holy man is needed for the Blessing Way (radar, rite).

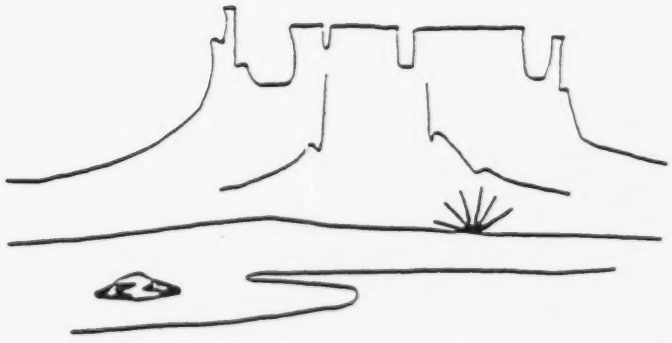
4. You must (weigh, winding) the fruit before you pay for it.

5. My father's house does not have a (telephone, another).

6. Bill does not put (single, sugar) in his coffee.

7. The (bridge, laugh) over the river is not safe.

8. When we got to the top of the (merge, mesa), the land was flat.



II. VOCABULARY

B. Compound words

A **compound word** is a word made up of two words. Words like **cornmeal, footprint,** and **sandstorm** are compound words. Each word in a compound word has a meaning by itself. When you put the words together, they make a new word.

snow + storm = snowstorm

Write the word in list **A** with the word in list **B** on the line under **C** to make a new word. For example:

	up	+	on	=	upon
	A		**B**		**C**
1.	some	+	time	=	_____
2.	him	+	self	=	_____
3.	after	+	noon	=	_____
4.	sand	+	stone	=	_____

II.B. Compound words

Put a line under the compound words in each sentence. Be sure that the words you put a line under are made up of two words that can stand on their own.

5. Tall cottonwood trees grow by the riverside.

6. Does your grandmother make good cornbread?

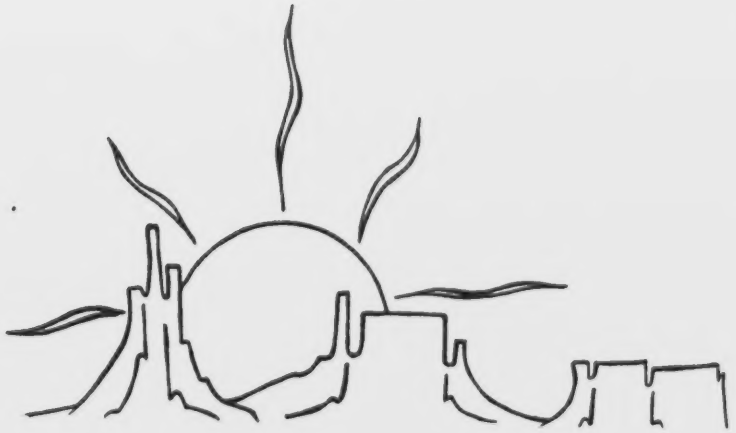
7. The ranger could see the waterfall from her lookout.

8. Anyone can go to the pow-wow this afternoon.

II.B. Compound words

Match each word in list **A** with a word in list **B** to make a compound word. The first one has been done for you.

	A	B	C
	*rain	plane	raincoat
1.	snow	meal	_____
2.	air	*coat	_____
3.	every	body	_____
4.	corn	storm	_____
5.	foot	bird	_____
6.	sun	dog	_____
7.	watch	print	_____
8.	black	set	_____



UNITS I & II POST-TEST: WORD ANALYSIS/ VOCABULARY

Choose one of the following consonant blends to make a whole word.

br, cr, dr, fr, gr, pr, tr, sl, fl, pl, sl, sp, st, sk, gl, ch, sh, wh, th

1. _____ etty
2. _____ ont
3. _____ ew
4. _____ oor
5. _____ eep
6. _____ ort
7. _____ under
8. _____ ere
9. _____ ab

Choose the correct vowels for the blank spaces. Write them on the line.

10. Don't thr_____ the h_____ into the r_____ d.
(aw, ow) (oe, ee) (oa, ea)

11. Pr_____ for the r_____ n to come tod_____.
(ea, ay) (ay, ai) (ay, ai)

12. Pl_____ se take the sh_____ p across the cr_____ k.
(ea, ai) (ai, ee) (ee, oa)

13. Spr_____ d the honey on the fr_____ d br_____ d.
(ie, ea) (ie, ee) (ea, ee)

Add **-er** and **-est** to these root words to form new words.

ROOT WORD	ROOT + er	ROOT + est
14. cold	_____	_____
15. sad	_____	_____
16. happy	_____	_____
17. light	_____	_____
18. nice	_____	_____
19. thin	_____	_____
20. wide	_____	_____

Circle the prefix in each word.

21. unfair
22. enable
23. rewash
24. distrust
25. unwise
26. inland

Circle the suffix in each word.

27. darkness
28. useful
29. hilly
30. helpless
31. thankful
32. childish

Write these words as contractions.

33. could not _____
34. was not _____
35. will not _____
36. had not _____

Write these words in alphabetical order.

fort father feather finger

37. _____
38. _____
39. _____
40. _____

Use these words in the sentences below.

winding minute thousand poison arrived

41. When everyone has _____ we can begin the meal.

42. The _____ path among the rocks was hard to follow.

43. There must have been one _____ people at the pow-wow.

44. Piki bread takes only a _____ to cook on a hot grill.

45. The tip of the arrow was dipped in _____.

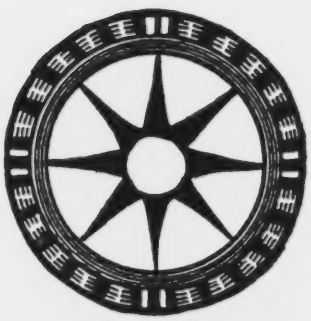
Put a line under the compound word in each sentence.

46. The boys rode on horseback through the dry riverbed.

47. We played basketball every weekend.

48. The blackbird's nest was in a tree on the hillside.

UNIT III



III. COMPREHENSION

A. *Following directions*

You must learn to follow directions each time you try to do something new. Often, this means that you must read something that tells you how to do something. When you buy something, like a power tool, there will be written directions. Then you must learn to do just what the directions tell you to do.

To learn to follow directions, you must be careful when you read. You must read each small step and remember it. You must be sure you understand each step.

Here are three hints that will help you learn to follow directions.

1. Know why the directions are given. This means you should understand the reason for the directions. The directions that come with a new tool are there so you will use it correctly.

2. Make a picture in your mind of each step as you read it. Think about doing each step yourself.

3. Make sure you understand the order of the steps. There are some words that will help you, like **first, next, after that, then,** and **finally.**

III.A. Following directions

Here are some directions for you to follow:

In the space below, there are five lines. On the fourth line put a B. Put a T on the first line. On the line after the T, write an R. Write an I between the R and the B. On the last line, put an E. What word do you see?

_____ _____ _____ _____ _____

The steps for these directions should look like this:

1. On the fourth line, put a B.	_ _ _ B _
2. Put a T on the first line.	T _ _ B _
3. After the T, put an R.	T R _ B _
4. Write an I between the R and the B.	T R I B _
5. On the last line, put an E.	T R I B E

How did you do on that one? Did you write TRIBE? Now, here's another one for you to try. This is a longer word, so read the directions carefully.

There are eight lines in the space below. Write an E on the second and sixth line. Put an A after the first E you write. Put an R after the second E you wrote. Put an S on the last line. Put an H in front of the second E you wrote. Put a T in front of the H. Put an F on the empty line. What word do you see?

_____ _____ _____ _____ _____ _____ _____

III.A. Following directions

Here is a recipe for a kind of bread the Hopis make. It is called piki (pe ke). This bread is eaten at weddings and at other tribal events. As you read this, try to think about making this bread yourself.

WORDS YOU NEED TO KNOW:

Batter [bat' er] — a thick mixture, like flour and water used in cooking

griddle [grid' l] — a flat cooking surface or pan

You will need:

finely ground cornmeal
water
ashes of sagebrush

HOPI PIKI BREAD

Mix the ashes of sagebrush into some water and boil them. Mix the boiling water and ashes with the cornmeal. The ashes will make the mix look blue. The ashes also make this bread very good for you to eat. Spread a very thin layer of the batter on a hot stone griddle. The bread will be baked in just a few seconds. Carefully peel the bread from the griddle and roll it up. Enjoy!

Hopi Tales
Ekkehart Molotki

III.A. Following directions

Now answer these questions about the recipe.

1. What two things do you mix together first? _____

2. Should you spread a thin or thick layer of the piki batter on the stone griddle? _____

   _____

3. How long does it take for the bread to cook?

   _____

4. What shape is this bread when you eat it?

   _____

Here are the steps of the recipe. They are written in the wrong order. Put a number in front of each step to tell which should come first, second, third, and fourth (1, 2, 3, 4).

5. ____ Spread a very thin layer of the batter on a hot stone griddle.

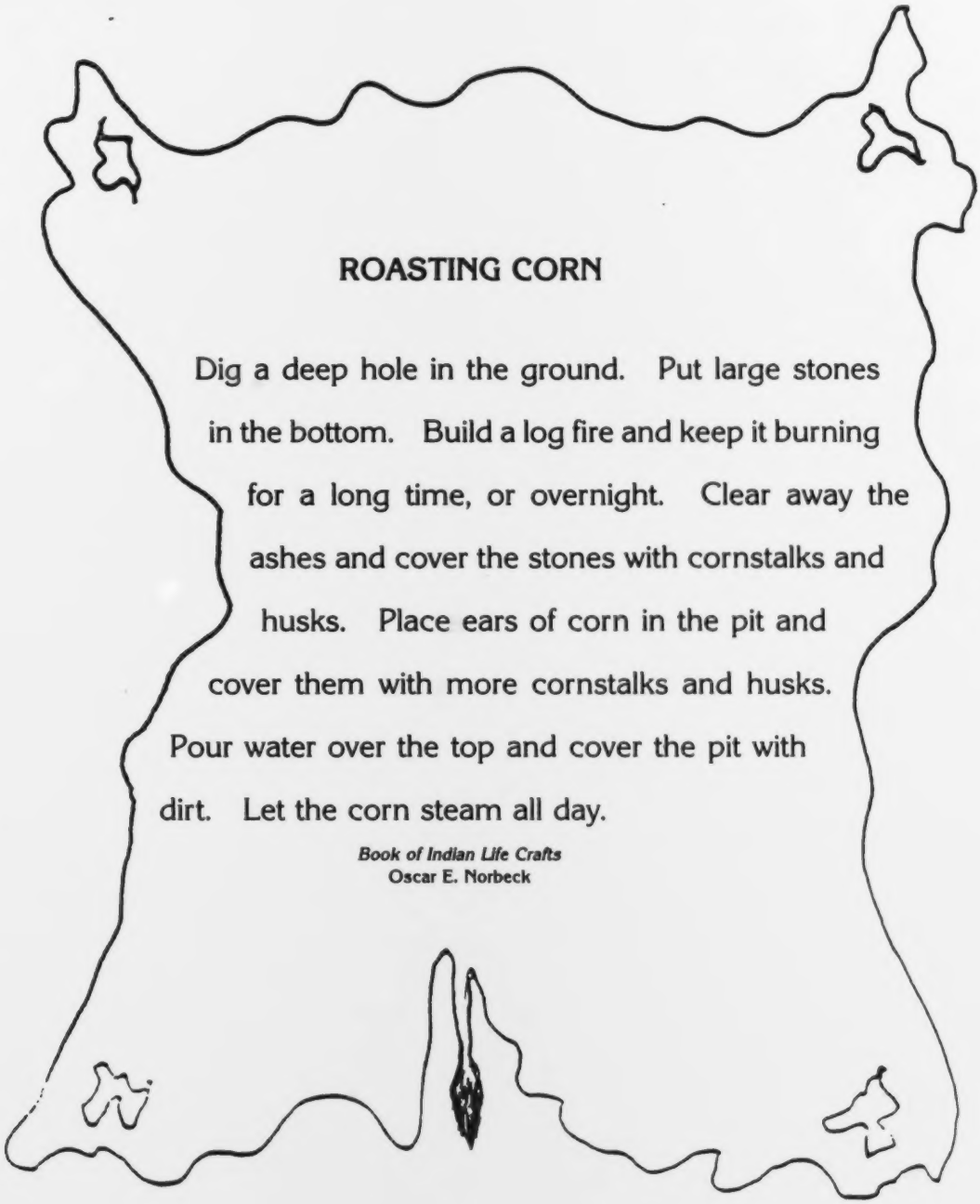
6. ____ Mix the boiling water and ashes with the cornmeal.

7. ____ Carefully peel the bread from the griddle and roll it up.

8. ____ Mix the ashes of sagebrush into some water and boil it.

III.A. Following Directions

Read these directions for roasting corn. Answer the questions that follow them.



ROASTING CORN

Dig a deep hole in the ground. Put large stones in the bottom. Build a log fire and keep it burning for a long time, or overnight. Clear away the ashes and cover the stones with cornstalks and husks. Place ears of corn in the pit and cover them with more cornstalks and husks. Pour water over the top and cover the pit with dirt. Let the corn steam all day.

Book of Indian Life Crafts
Oscar E. Norbeck

III.A. Following Directions

Please circle the correct answer.

1. What must you do before you build the fire?

   a. Cover the stones with corn husks.
   b. Put stones in the bottom of the pit.
   c. Cover the pit with dirt.

2. After the corn is placed in the pit, what should you do next?

   a. Pour water over the top.
   b. Clear away the ashes.
   c. Cover the corn with cornstalks and husks.

3. Just before you cover the pit with dirt, what must you do?

   a. Pour water over the top.
   b. Build a log fire.
   c. Dig a deep hole.

4. What is the last thing you must do to make roasted corn?

   a. Cover the stones with cornstalks and husks.
   b. Clear away the ashes.
   c. Let the corn steam all day.

III. COMPREHENSION

B. Sequencing in narration

In a story, you read about events that take place. These events happen in a certain order. For example, in a story that takes place over one day, the events of the morning will be told first. Next, the events of the afternoon will be told. Then the events of the evening will be told.

Knowing the order that things happen is important. This will help you read directions, recipes, or books that tell you how to do something new.

You must read carefully to understand the order. Look for words like **first, next, then,** and **after that.** These words will help you put things in order.

Here is a story about how the Havasupais dried squash and pumpkin. They dried the vegetables at harvest time so they would have something to eat in the winter.

WORDS YOU NEED TO KNOW:

Havasupai [Hă vŭ sū′ pī] — an Indian tribe living in the Havasu Canyon in Northern Arizona

coil [kōy ŭl] — a long, winding piece

flesh [flĕsh] — the soft part of a vegetable that you can eat

rind [rīnd] — the hard outside skin of a fruit or vegetable

III.B. Sequencing in narration

The Havasupai women first cut off the rind of the pumpkin or squash. Then, they let the vegetable dry a little on the outside. Next, they took the seeds out of the middle. Some seeds were kept for planting. Some were kept for eating. Then, the women cleaned the inside and let it dry a little. The partly dried flesh was cut in one long piece that looked like a coil. The coil was hung over a pole until it was dry enough to put away. The poles were put in the people's houses. Many houses had so many coils of squash and pumpkin hanging down that there was little room for the people. The dried pumpkin and squash were cooked with water and eaten in the winter time.

People of the Blue Water
Flora Gregs-Iliff

1. What was the first thing that the Havasupai women did to the squash and pumpkin?

   a. They took the seeds out of the middle.
   b. They cut off the rind.
   c. They hung it on poles.

2. When did the women take the seeds out of the middle?

   a. When the squash or pumpkin was finished drying.
   b. After they hung the coils on poles.
   c. After they let the vegetable dry a little on the outside.

III.B. Sequencing in narration

3. When did the women hang the vegetable on poles to dry?

   a. Before they took out the seeds.
   b. After the flesh was cut in one long coil.
   c. Before they cut off the rind.

4. When did the people eat the dried squash or pumpkin?

   a. As soon as it was dried.
   b. In the winter.
   c. Before they took out the seeds.

Here are the events of the story. They are not in the right order. Put a 1 on the line in front of what happened first, a 2 on what came next, then 3, 4, 5, 6, 7, and 8.

1. ____ The partly dried flesh was cut in one long piece that looked like a coil.

2. ____ Next, they took the seeds out of the middle.

3. ____ The poles were put inside of the people's houses.

4. ____ The dried squash and pumpkin were cooked with water and eaten in the winter time.

5. ____ The Havasupai women first cut off the rind of the squash or pumpkin.

6. ____ The coil was hung over a pole until it was dry enough to store.

III.B. Sequencing in narration

7. ____ Then the women cleaned the inside, and let it dry a little.

8. ____ Then, they let it dry on the outside a little.

The next story is about Bee Woman and Bird Woman. As you read, try to remember the order in which things happen. Be sure to read carefully, so that you will know who did what.

HOW BEES LEARNED TO FLY AND PEACHES BECAME SWEET

Bee Woman and Bird Woman lived far apart. They were good friends and liked to talk to each other.

One day Bird Woman went to see Bee Woman at her house. Bee Woman gave Bird Woman some honey. She liked it very much. She invited Bee Woman to come and visit her.

The next day Bee Woman went to visit Bird Woman. It took her a very long time to walk there. Bees had no wings at this time, so she couldn't fly.

Bird Woman gave Bee Woman some peaches to eat. Bird Woman asked Bee Woman, "Do you like these peaches?"

"Yes," said Bee Woman, "but they are not very sweet. I'll give you some of my honey to make them sweeter." Peaches were not sweet then like they are now.

III.B. Sequencing in narration

Bee Woman put some honey on the peaches and ever since then they have been sweet. Bird Woman was very happy, and said to Bee Woman, "I'm glad. I will give you something because you made my peaches taste so good."

Bird Woman pulled out some of her feathers. She made some wings, and she put them on Bee Woman. She told her, "Now, fly!"

Bee Woman did what she was told. She said, "Now, I can come and visit you more often. I won't have to walk anymore."

And ever since then, peaches have been sweet and bees have been able to fly.

The Kachinas Are Coming
Gene N. Hodge

1. Who is the first woman to make a visit?

   a. Bee Woman
   b. Bird Woman

2. When does Bird Woman give the peaches to Bee Woman?

   a. After Bird Woman gives her the wings
   b. When Bee Woman comes to Bird Woman's house
   c. Before Bird Woman goes to Bee Woman's house

III.B. Sequencing in narration

3. When did Bee Woman give the honey to Bird Woman?

   a. When Bird Woman first came to her house
   b. When Bird Woman pulled out her feathers
   c. When Bird Woman left to go home

4. When did Bee Woman get her wings?

   a. Before she put honey on the peaches
   b. After she put honey on the peaches
   c. Before she left her own house

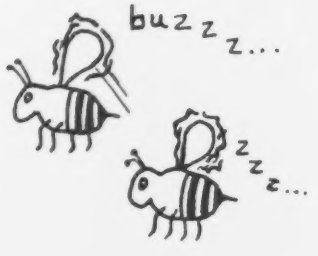
Here are the events of the story. They are not in the right order. Put the sentences in the right order by putting a number (1, 2, 3, or 4) on the lines. The first one is done for you.

1. ____ Bird Woman gave Bee Woman some peaches.

2. 1 One day Bird Woman went to visit Bee Woman at her house.

3. ____ The next day, Bee Woman went to visit Bird Woman.

4. ____ Bee Woman gave Bird Woman some honey.



III.B. Sequencing in narration

Now put these sentences in order to show how the story goes on. Use the number 1, 2, 3, 4, to show the order that things happen.

1. ____ Bird Woman pulled out some of her feathers.

2. ____ Bee Woman put some honey on the peaches.

3. ____ Bee Woman said, "Now I can come and visit you more often."

4. ____ Bird Woman made some wings and put them on Bee Woman.

III. COMPREHENSION

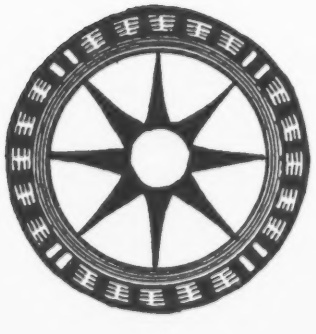
C. *Finding the main idea*

When someone writes a story or a paragraph, there is a reason for doing so. The writer wants to tell you about something or someone. We call this the **topic.**

Each paragraph has a **main idea,** or topic. If it didn't, there would be nothing to write about. One sentence in the paragraph will tell you the main idea. The other sentences tell you more about the main idea.

The main idea is often given in the first sentence. But, it can also be written in the middle or at the end of the paragraph.

In order to find the main idea of a paragraph, ask yourself these questions. First, **who** or **what** is the paragraph about? Next, what does the writer really want you to know about **who** or **what**?



III.C. Finding the main idea

Now read this paragraph to find the main idea.

WORDS YOU NEED TO KNOW:

mound [mound] — a hill of earth

harvested [har′ vĕst] — to pick fruits and grains

Some Indians used to plant corn and beans together. The corn was planted on a small mound. Then, the beans were planted around the mound. As the plants grew, the bean vines climbed up the corn stalk. When it was time, they would be harvested together.

Foods the Indians Gave Us
Alex Whitney

To find the main idea of this paragraph, ask yourself who or what is the paragraph about. The answer is: corn and beans.

Next ask, "What does the writer want you to know or understand about corn and beans?" You will find the answer in the first sentence. The other sentences tell you more about the first sentence.

Now you can answer this question on the lines below. What is the main idea of this paragraph?

_____

_____

III.C. Finding the main idea

You should have written something like this: "Some Indians used to plant corn and beans together."

Most of the time, a story will have a name, or **title.** A title is a good clue to the main idea. It can tell you what the story is about in a few words. Read the title of a story to learn what the story is about. Use the title to help you understand the main idea of a story.

As you read these next stories, try to think of a title for each one. Remember, the title and the main idea should both tell you what the story is about.

Read these stories and then answer the questions.

WORDS YOU NEED TO KNOW:

village [vĭl′ ĭj] — a small group of houses

gathered [găth′ ĕrd] — to come together

frightened [frīt′ nd] — to scare (scared)

The dogs from the village gathered in the cornfield to have a dance. Every dog came to join his friends. They took off their tails and hung them up on the leaves of the corn plants. They were dancing that way when they heard a noise on

the other side of the field. The noise frightened them, so they ran and grabbed any tail they could find and ran back to the village. That is why dogs still go around sniffing at each other's tail. They want their own tails back.

And It Is Still That Way
Byrd Baylor

1. A good title for this story is:
   a. Dogs Are Fun
   b. Why Dogs Sniff Tails
   c. Why Dogs Are Afraid

2. What is the main reason for writing this story?
   a. To tell about the cornfield
   b. To tell about the noise that frightened the dogs
   c. To tell why dogs still sniff each other's tails

3. In what part of the story is the main idea stated?
   a. The end
   b. The middle
   c. The beginning

4. Why did the dogs take off their tails?
   a. To wash them
   b. So they could dance
   c. To trade with their friends

III.C. Finding the main idea

WORDS YOU NEED TO KNOW:

Usen [u′ sĕn] — Life Giver — Apache name for the Creator

created [cre ā′ tĕd] — made

welfare [wĕl′ fār] — well being

Apaches [ŭ păch′ ēs] — a Southwestern Indian Tribe

For each tribe of men Usen (Life Giver) created, He also made a home. On the land, He placed whatever would be needed for the welfare of that tribe. When Usen created the Apaches, He gave them their homes in the west. He gave them the plants, fruits, and game animals. He gave them all they would need for food, clothes, and shelter. Thus, it was in the beginning. The Apaches and their homes were each created for the other by Usen himself. When they are taken away from these homes, they sicken and die.

as told by Geronimo
Spirits of the Sacred Mountains
William E. Coffer

1. A good title for this story would be:
   a. Apache Creation Story
   b. Plants and Animals the Apaches Need
   c. Life in the Desert

III.C. Finding the main idea

2. The main idea of this paragraph is:

   a. It took a long time for the Apaches to find a home.
   b. Usen created a home for every tribe when He created them.
   c. The Apaches didn't have food to eat.

3. Where did Usen create the homes of the Apaches?

   a. In the west
   b. In the mountains
   c. Near a lake

4. When Usen created each tribe, what did he give them?

   a. He gave them tools.
   b. He gave them plants and game animals for food and clothes.
   c. He gave them horses to ride.

WORDS YOU NEED TO KNOW:

Navajo [năv′ ŭ hō] — a southwestern Indian tribe living mainly in Arizona and New Mexico

contact [cŏn′ tăct] — to touch or come close to

fair game [făir gām] — an easy target

III.C. Finding the main idea

The Navajo "Enemy Way" rite is used to cure a person. This rite is for a sickness caused by contact with non-Indians. On the third day of the rite, the Black Dancers (clowns) have a Mud Dance. At this dance the sick person is dunked in a mud hole. This gets rid of the evil that is making him sick. After that, everyone who has come to watch the event becomes fair game. The clowns catch them and dump them into the mud bath as well.

Ritual of the Wind
Jamake Highwater

1. Who or what is the paragraph about?
   a. A mud bath
   b. The "Enemy Way" rite
   c. How people get sick

2. Where is the main idea stated in this paragraph?
   a. The beginning
   b. The middle
   c. The end

3. What is the main idea of this paragraph?
   a. The "Enemy Way" rite is used to cure a person whose sickness is caused by contact with non-Indians.
   b. Everyone who is watching gets dumped into the mud hole.
   c. The Black Dancers like to chase people.

4. What is a good title for this paragraph?
   a. The Black Dancers
   b. Dancing in the Mud
   c. The "Enemy Way" Rite

III. COMPREHENSION

D. Drawing conclusions

Often as you read you will find that the writer does not tell you everything. But, he will give enough facts for you to figure out what he means. You come to a **conclusion** about what you read.

When you read this;

> The Maricopas [mar ĭ cō′ pas] made a lot of pottery, but they got their baskets from the Pimas [pē′ mŭs].

you **conclude** from the facts that are given that the Maricopas must not have made many baskets themselves. They got them from the Pimas.

You can also figure out, or **conclude,** how someone feels by the facts that are given. Read this sentence.

> An Indian man once said, "When they cut my hair, my heart hurt."

You can conclude that the man's hair was very important to him. It made him very sad to have it cut. It also hurt his pride.

Now you figure out this one.

There was once a large deer who was very strong and very wise. When men tried to hunt for him they could never find him. The hunters would pass by close to him, but never see him.

Yaqui Myths and Legends
Ruth W. Giddings

III.D. Drawing Conclusions

What can you conclude about the deer?

a. He was not very smart.
b. He was good at hiding.
c. He was a good runner.

The correct answer should be **b** since the hunters could never find him even if he was close by.

What else can you conclude about the deer?

a. He probably lived for a long time.
b. He lived by a lake.
c. He only lived a short time.

The correct answer should be **a.** You should have concluded that because he was very strong and very wise and also was good at hiding, he would probably live for a long time.

Read these stories and answer the questions after each one.

WORDS YOU NEED TO KNOW:

coyote [kī ō′ tē] — small, wolf-like animal

bother [bŏth′ ĕr] — cause trouble, disturb

hailstorm [hāl′ stōrm] — storm in which ice balls fall

worst [wĕrst] — very bad

laughing [lăf′ ĭng] — continue to laugh

COYOTE IN A HAILSTORM

Coyote used to bother some crows whenever he got a chance.

Once, Coyote was going along when he met three crows.

"There is going to be a big hailstorm here," one of the crows said. He was looking up at the sky. Coyote began to worry about the hail.

"Listen, Coyote, you better run home and get a bag. We will help you get in it so you'll be safe."

Coyote ran home and got a big bag. He ran back as fast as he could.

"Now get in the bag, and we'll tie it up," the crows said.

Coyote jumped right in, and they tied it up. Then the three crows picked up some rocks and flew up into the air. They threw the rocks down on Coyote. He thought it was the worst hailstorm he'd ever been in. Coyote almost died from those falling rocks.

Then finally the crows untied the bag, and Coyote saw they were laughing at him. He ran away and never did come around those crows again.

And It Is Still That Way
Byrd Baylor

III.D. Drawing conclusions

1. Why did the crows tell Coyote that a big hailstorm was coming?

   a. They wanted to trick Coyote
   b. They wanted it to hail
   c. Because Coyote was chasing them

2. How did the crows feel about Coyote?

   a. They liked him a lot
   b. They were his friends
   c. They didn't like him very much

3. Why did Coyote run away and never bother the crows again?

   a. To get out of the hailstorm
   b. Because the crows' trick had hurt him
   c. Because the crows were chasing him

4. Why did the crows play such a mean trick on Coyote?

   a. To teach Coyote a lesson
   b. To make Coyote laugh
   c. They liked Coyote

III.D. Drawing conclusions

WORDS YOU NEED TO KNOW:

heron [her′ ŭn] — large bird with long neck and legs

serve [sĕrv] — to give or offer to someone

seashore [sē′ shōr] — land by the sea

brought [brŏt] — to bring

oysters [ois′ tĕrs] — like a clam

ashamed [ă shāmd′] — to feel guilty

HERON AND FOX

In the days when animals could talk, a fox and heron were good friends.

The fox said to the heron one day, "Come and visit me tomorrow."

"I will," said the heron.

The next day the heron flew to the foot of a little hill. There the fox had her cave. "Come in, my friend," said the fox. "I will serve you something," and she brought out a flat stone which was very smooth. She spread a thin coat of corn meal on top of it.

"Eat with me," said the fox. The heron began to peck at the rock, but could not get anything into her mouth. The fox licked the rock clean.

III.D. Drawing conclusions

The heron thanked the fox. She said, "Tomorrow you must come to my home on the seashore."

"Good, I shall go there," said the fox.

The next day the fox got up early. At noon she came to heron's house. "Come in," said the heron, "I am going to give you something." She brought out a big bottle full of oysters and said to her friend, "Let us sit down and eat."

The fox could not reach a single oyster in the bottle. She could only lick the outside. But the heron could put her beak into the bottle and ate all of the oysters.

When the meal was over, the fox thanked her friend and went away. She was very ashamed.

Yaqui Myths and Legends
Ruth W. Giddings

1. What kind of beak did heron have?

   a. Short and fat
   b. Long and fat
   c. Long and thin

2. Why was fox ashamed?

   a. Because heron had shown her how thoughtless she had been.
   b. She was still hungry.
   c. Because she didn't like oysters.

III.D. Drawing conclusions

3. Why did heron put the oysters in a bottle?

   a. So they would not slide off the table.
   b. So fox could not eat them.
   c. She didn't have a bowl.

4. Where did heron get the oysters?

   a. From the lake
   b. From the river
   c. From the sea

WORDS YOU NEED TO KNOW:

porcupine [pŏrk′ ū pīn] — small animal with sharp quills

beautiful [bū′ tĭ fŭl] — very pretty

curled [kerld] — to roll up like a ball

THE BEAUTIFUL DREAM

Coyote always liked to plan something tricky. One day he was walking with Porcupine and Brother Skunk. In front of them a wagon was going down the road. They saw a piece of meat fall off. They all ran for it and got there at the same time. Coyote did not want to share the meat so he said, "Let's all race down the hill and the winner will eat the meat by himself."

III.D. Drawing conclusions

So that is what they did. The race started. Porcupine curled up and rolled down the hill. He won.

"That's not fair," Coyote said. He made another plan. He said, "The one who dreams the most beautiful dream will eat the meat."

So that is what they did. Coyote and Skunk went to sleep, but Porcupine stayed awake. He had a plan of his own.

Finally Coyote and Skunk woke up and told their dreams. They were both good dreams. They were both beautiful dreams. Then they asked Porcupine what he had dreamed.

Porcupine said, "I dreamed I ate the meat."

They all jumped up and looked in the tree where they had left the meat. The meat was gone, and Porcupine was looking fat.

And It Is Still That Way
Byrd Baylor

1. Why did Coyote want to race for the meat?
   a. So all of them would have a fair chance.
   b. Because he felt like running.
   c. He knew that he could run faster than Porcupine and Skunk.

2. How did Coyote feel when Porcupine won the race?
   a. Angry
   b. Happy
   c. Loving

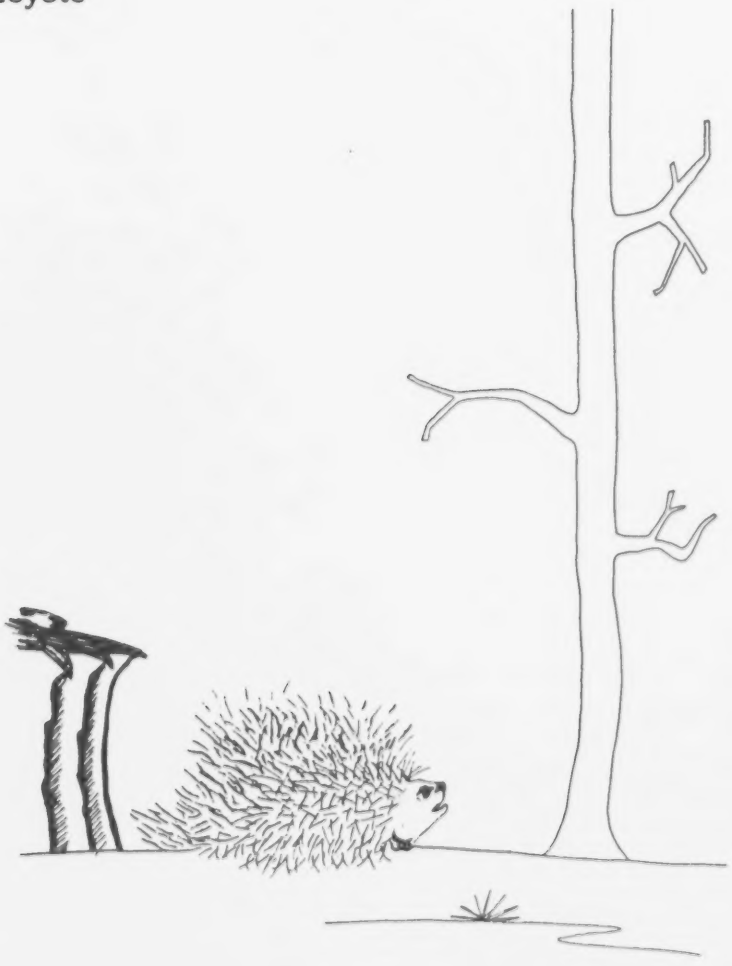
III.D. Drawing conclusions

3. Did Porcupine really have a dream?

   a. No
   b. Yes

4. Who got to eat the meat?

   a. Skunk
   b. Porcupine
   c. Coyote



UNIT III POST-TEST: COMPREHENSION

Read these directions for making Indian Fry Bread and answer the questions that follow.

Indian Fry Bread (Popovers)

3 cups flour
2 teaspoons salt
3 tablespoons baking powder
⅓ cup lard
warm water

Mix together dry ingredients. Blend in lard until crumbly. Pour in water a little at a time until dough holds together, but is not sticky. Roll into balls. Let rise slightly. Pat out into thin disks. Fry in hot grease.

1. What do you mix together first?

   a. the lard and the flour
   b. the water and the lard
   c. the dry ingredients

2. Write the dry ingredients on the lines below.

   _____

   _____

   _____

3. How much water do you add?

   a. 2 cups
   b. a little at a time until dough holds together
   c. enough to make the dough sticky

4. What shape will the bread have before you fry it?

   a. thin and square
   b. long and thin
   c. thin and round

As you read this story, try to remember the order in which things happen.

HOW PUEBLO INDIANS MADE BOWS

First, a man looked for a strong young tree. He tried to find one that had grown in a curve. If the man was short, he cut a piece about three feet long. If he was tall, he cut a piece about four feet long. Next, he scraped it with a stone knife. He scraped it so that it was thickest where his hand would hold it. He made it thinner at the ends. Then, he cut a notch at each end to hold the bowstring. The last thing he did was to rub the wood with sandstone to make it smooth.

Pueblo Crafts
Ruth Underhill

5. What is the first thing the man did?

   a. He cut a notch at both ends.
   b. He looked for a strong young tree.
   c. He scraped it with a stone knife.

6. When did the man put the notches into the ends of the bow?

   a. After he rubbed the wood with sandstone to make it smooth
   b. Before he cut the tree down
   c. After he scraped it with a stone knife

7. What is the last thing the man did to the bow?

   a. Rubbed it with sandstone
   b. Scraped it with a stone knife
   c. Cut it to the right length

8. When does the man scrape the bow with the stone knife?

   a. After he puts the notches in the ends of the bow
   b. After he cuts the tree down
   c. After he rubs it with sandstone

Read this paragraph to find the main idea.

Spider Woman is a well known household god of the Hopis. She has many powers. She is very wise. She can see into the future and can speak with anyone in the world. Because she is a common spider, she is always present. She is always ready to offer her help in any way. Her main purpose is to help and protect people in need. She is like a grandmother with her love for the Hopi people. Because of this, she is sometimes called Spider Grandmother Woman.

Hopi Tales
Ekkehart Molotki

9. A good title for this paragraph would be:

   a. Grandmothers
   b. Spider Woman
   c. Spiders

10. Who or what is this story about?

    a. powers of the Hopi god
    b. a grandmother's love
    c. Spider Woman

11. Where is the main idea stated in this story?

    a. at the beginning
    b. in the middle
    c. at the end

12. What kind of god is Spider Woman?

    a. evil and harmful
    b. good and helpful
    c. not much help to anyone

Read this story and answer the questions about conclusions.

JUAN AND PEDRO

One time Juan and Pedro were walking along. Juan sent Pedro up to a nearby house to get a cooked chicken. On the way back Pedro ate one leg of the chicken.

When Juan saw what Pedro had come back with, he asked, "Why has this chicken only one leg?"

"It never had another leg," said Pedro. All the chickens were sleeping under the tree. All of the chickens had one leg tucked up out of sight under their feathers.

Pedro pointed to them and said, "You see! All of the chickens have but one leg each."

Juan took a rock and threw it at one of the chickens. It woke up and stood on both feet.

"Oh, look!" said Pedro, "a miracle!"

Yaqui Myths and Legends
Ruth Giddings

13. Why did Pedro tell Juan that the chickens in that part of the country have only one leg?
    a. He didn't want Juan to know that he had eaten one of the chicken legs.
    b. The chickens in that part of the country really do have only one leg.
    c. The chicken he brought from the house only had one leg.

14. Why did Juan throw a rock at the sleeping chicken?
    a. He didn't like the chicken.
    b. The chicken tried to bite him.
    c. He knew it would stand on two legs if it woke up.

15. Why did Pedro say, "Oh, look! A miracle!"?
    a. He thought he could still trick Juan.
    b. He really believed it was a miracle.
    c. He thought it was a special chicken.

16. What can you tell about Pedro from the story?
    a. He was an evil man.
    b. He was not very smart.
    c. He likes to play tricks

GLOSSARY

GLOSSARY

alphabetical	arranged in the order of the letters of the alphabet
compound word	a word made up of two words Example: cornmeal, footprint, sandstorm
consonants	all the letters of the alphabet except a, e, i, o, u
contraction	two words that are shortened into one; an apostrophe stands for the missing letters Example: do not = don't
main idea	the most important idea, or topic, in a paragraph
prefix	a word part that is added to the front of a root word; this word part helps change the meaning of the root word Example: like — dislike
root word	the main part of a word to which prefixes (before) or suffixes (after) may be added
suffix	a word part that is added to the end of a root word; this word part helps change the meaning of the root word Example: help — helpless
vowels	the letters a, e, i, o, u

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